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## Educational Policies Committee Agenda, October 6, 2011

Utah State University

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## **EDUCATIONAL POLICIES COMMITTEE AGENDA**

**6 October 2011**

A meeting of the Educational Policies Committee will be held on 6 October 2011 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

**I. Approval of the minutes of the 1 September 2011 meeting** (see below)

**II. Subcommittee Reports**

**A. Curriculum Subcommittee (Ed Reeve)**

1. Course Approvals
2. Request from the Department of Art to offer a Bachelor of Arts in Art History (see below)
3. Request from the English Department to change the English master's degree specialization in Technical Writing Plan B to a Plan C specialization (see below)
4. The General Education Subcommittee, on September 20, 2011, approved the enforcement of the rule that CI courses must be upper division. The following courses will be losing the CI designation effective Summer 2012.

COMD 2910  
CS 2450  
JCOM 2160  
LAEP 2700  
MIS 2200  
MUSC 1460  
MUSC 1470  
OSS 1550  
SPCH 1020  
SPCH 2110

## **B. Academic Standards Subcommittee**

## **C. General Education Subcommittee (Norm Jones)**

**September 20, 2011 8:30 A.M.**  
**Champ Hall Conference Room**

**Present:** Rhonda Miller, Communications Literacy/Intensive; Brian McCuskey, English; Larry Smith, Provost's Office; Dick Mueller, Science; Roberta Herzberg, Social Sciences; Kathy Chudoba, Business; Norm Jones, Chair; Carolyn Cárdenas, Creative Arts; Wendy Holliday, Library; Erik Mikkelsen, ASUSU President; Bruce Saperston, Arts; Wynn Walker, Engineering; Tom Bunch, Agriculture; John Mortensen, Registrar's Office; Mary Leavitt, HASS Advising; Stephanie Hamblin, University Advising, Charlie Huenemann, HASS; Brock Dethier, HASS; Vince Lafferty, RCDE; Susan Neel, USU Eastern; Michele Hillard, Secretary; Craig Petersen, American Institutions; Dan Coster, Quantitative Intensive; Teryl Roper, Agriculture; Nancy Mesner, Natural Resources;

**Absent:** Ryan Dupont, Life & Physical Sciences; Christie Fox, Honors;

*Call to Order* – Norm Jones

*Approval of Minutes* – April 19, 2011

Charlie Huenemann moved to approve the minutes of the April 19, 2011 meeting. Nancy Mesner seconded; motion carried.

### *Course Approvals*

**ASTE 4100 (QI)** – APPROVED: Dan Coster moved to approve; Dick Mueller seconded; motion carried

**AV 2720 (CI)** – PENDING: Decision needs to be made as to whether CI should be upper division or lower.

**SOC 1020 (BSS)** – APPROVED: Roberta Herzberg moved to approve; Rhonda Miller seconded; motion carried.

### *Syllabus Approvals*

**HONR 1340 (BSS)** – (Christie Fox) **APPROVED:** Roberta Herzberg moved to approve; Rhonda Miller seconded; motion carried.

**USU 1300 (BAI)** – (Susan Neel, Don Larson) **APPROVED:** Dan Coster moved to approve; Roberta Herzberg seconded; motion carried.

**USU 1320 (BHU/DHU)** – (Lisa Gabbert) **WITHDRAWN**

### *Other Business*

University Studies Requirements Website – CIL designation - John Mortensen updated the link to go to the online catalog. These links/locations no longer include CIL.

Chairman Nomination – Norm Jones opened the floor for nominations. Bruce Saperston nominated Norm Jones, Vince Lafferty seconded the motion. After a unanimous vote Norm Jones was elected Gen Ed Chair for 2011-2012.

CI Courses – Rhonda Miller explained to the committee that policy states only courses 3000 level and above can be CI courses. The statement that CI can be at any level needs to be removed. Incorporating this change requires the removal of the CI designation from the following courses:

COMD 2910, CS 2450, JCOM 2160, LAEP 2700, MIS 2200, MUSC 1460, MUSC 1470, OSS 1550, SPCH 1020 and SPCH 2110.

These changes would take affect summer 2012. Outstanding issues will be handles on a case by case basis. Rhonda Miller moved to approve; Carolyn Cardenas seconded; motion carried.

Educated Persons Conference – November 4 at Snowbird

Wendy Holliday will be speaking at this conference. The “Assessing Learning Outcomes” link follows:

[http://www.ala.org/ala/mgrps/divs/acrl/events/national/2011/papers/harmonic\\_convergence.pdf](http://www.ala.org/ala/mgrps/divs/acrl/events/national/2011/papers/harmonic_convergence.pdf).

The keynote speaker at this event will be the Vice President of the Lumina Foundation.

Discussions will be on the introduction of Degree Qualification Profiles (DQP). They focus on the levels of achievement and what should be accomplished by the end of 60 hours and at the end of the student’s bachelor’s or master’s degree. Registration information for the Educated Persons Conference is located at the following link: <http://www.higheredutah.org/what-is-an-educated-person-conference-round-xiv/>

Presidential task Force on Curriculum Report

The purpose of this task force is to look at curriculum and figure out how to make it more efficient and effective. This will help with staffing, retention and graduation. John Mortensen stated that the undergraduate enrollment has increased by more than 400 from last year’s numbers. Enrollment is just under 15,100 with 3100 new freshman. Thanks to everyone who helped find seating for the incoming freshman.

Summer School Program

Norm has submitted a proposal for a General Education summer school program. This effort will help alleviate the bottlenecks with fall classes by funneling students to summer. A unitary summer General Education program is needed to prevent scheduling conflicts and improve course availability. The students should be able to take classes back to back without any overlapping. The question was asked – “what about financial aid for summer?” Usually financial aid is for two semesters. Summer school could cause some problems in this area. Advising will check into this issue.

Tuning

Utah has received more money from the Lumina Foundation for Tuning. Dan Coster will be working on Tuning in the Math department and will doing this during the fall break. Also included in the Tuning will be Elementary Education, Physics Teaching, and History Teaching.

#### Majors' Meetings

The annual Majors' Meeting will be held September 30 on the campus of the Salt Lake Community College.

#### Concurrent Enrollment

Ed Jensen has spoken with Norm Jones regarding the oversight/assessing of the USU courses offered through concurrent enrollment. Is oversight the responsibility of the department or the location? Vince Lafferty agreed that this is something that needs to be looked at and we need to understand what the mechanism is for oversight of this issue. Vince will gather the details and give us a clearer picture in order to proceed and make a decision. In order to have this done correctly we need to find experienced teachers who are willing to do the oversight. Vince will be prepared to discuss at the next meeting.

#### **Meeting Adjourned**

**Next Meeting – October 18, 2011 @ 8:30 a.m. in Champ Hall**

### **III. Other Business**

Request from the Utah Science Technology and Research initiative (USTAR) Applied Nutrition Research Team in partnership with the College of Agriculture requests the permission to create the Center for Human Nutrition Studies. (see attachment one) (see attachment two)

Request from the Mechanical and Aerospace Engineering Department to establish the Nuclear Engineering Research Center (see attachment)

Presentation on the revised EPC website

**EDUCATIONAL POLICIES COMMITTEE MINUTES**  
**1 September 2011**

A meeting of the Educational Policies Committee was held on 1 September 2011 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair  
Ed Reeve, Curriculum Subcommittee Chair, College of Engineering  
Academic Standards Subcommittee (no chair has been appointed)  
Norm Jones, General Education Subcommittee Chair  
Brian Warnick, College of Agriculture  
Stacey Hills, Huntsman School of Business  
Scott Bates, Emma Eccles Jones College of Education and Human Services  
Eddy Berry, College of Humanities and Social Sciences  
Nancy Mesner, College of Natural Resources  
Richard Mueller, College of Science  
Wendy Holliday, Libraries  
Keith Grant-Davie, Graduate Council  
Travis Peterson, Regional Campuses and Distance Education  
Cami Jones, Graduate Studies Vice-President  
Roland Squire, Registrar's Office  
Cathy Gerber, Registrar's Office

Absent: Cory Evans, Caine College of the Arts  
Erik Mikkelsen, ASUSU President  
Tanner Wright, Academic Senate President

Visitor: Doug Anderson, Dean of the Huntsman School of Business

**I. Approval of the minutes of the 7 April 2011 meeting**

Richard Mueller moved to approve the minutes of the 7 April 2011 meeting. Nancy Mesner seconded; motion carried.

**II. Subcommittee Reports**

**A. Curriculum Subcommittee**

Ed Reeve reviewed the Curriculum Subcommittee business. All courses were approved.

The request from the Department of English to change the Plan B specialization to a Plan C specialization in the English Master's degree specialization in Technical Writing was withdrawn.

In the October 7, 2010 meeting, suggestions were given on who should be allowed to override prerequisites. These suggestions were: Graduate students-instructor; Undergraduate students-department advisor. In keeping with the committee's recommendation, the Registrar's Office would like the following proposal considered:

*Departmental advisors will override the prerequisites for the undergraduate courses and the instructors will override the prerequisites for the graduate courses.*

This request was withdrawn from the agenda.

**Information Items**

Inactive courses. If you wish to make any changes, such as deletions or reactivations, please submit a course approval form. (see attachment)

**Discussion Item**

Proposal from David Hole:

I would encourage the provost's office and the curriculum subcommittee of the EPC to consider accepting course approval forms that have been signed electronically with Adobe Acrobat. This would allow a faster, more efficient routing of the documents through the approval process to Cathy Gerber's office. Cathy can already accept pdf files that have been signed traditionally and scanned to pdf, but this encourages printing the document at each stage of the approval process so it can be signed, scanned and emailed to the next person. This is not in keeping with becoming a green, sustainable campus. Utilizing the digital signing function Adobe Acrobat would allow the process of creation and approval to be completely paperless, quicker, and easier to track than the current system. As we consider the expansion of USU to distance campuses, utilizing a completely electronic submission process will simplify submission of course approval forms from those campuses as well. Certainly colleges that wish to continue to send crumpled bits of paper through campus mail may continue to do so, but the hope is they will see immediate benefits in cutting down on the use of paper and speeding up the approval and routing process (not to mention the possibility of being lost in campus mail).

The Provost's Office will move forward with this proposal and also restructure the EPC website which is described under "Other Business".

**Curriculum Subcommittee Members (2011-12)**

Ed Reeve, Chair, College of Engineering

Thomas Bunch, Agriculture

Darrin Brooks, Caine College of the Arts

Chris Skousen, Huntsman School of Business

Scott Hunsaker, Emma Eccles Jones College of Education and Human Services

Patricia Gantt, College of Humanities and Social Sciences

Nancy Mesner, College of Natural Resources

Richard Mueller, College of Science

Wendy Holliday, Libraries

Travis Peterson, Regional Campuses and Distance Education

Norm Jones, General Education Subcommittee Chair

Shelly Lindauer, Graduate Council

Tanner Wright, Academic Senate President

Brett Healy, Graduate Studies Vice President (representing Cami Jones)

Roland Squire, Registrar's Office

Cathy Gerber, Registrar's Office

## **EPC and Curriculum Subcommittee Schedule for 2011-2012**

<u>EPC and Curriculum Subcommittee Meetings</u>	<u>Agenda Items Due</u>
September 1, 2011	August 18, 2011
October 6, 2011	September 22, 2011
November 3, 2011	October 20, 2011
December 1, 2011	November 17, 2011
January 12, 2012	December 15, 2011
February 2, 2012	January 19, 2012
March 1, 2012	February 16, 2012
April 5, 2012	March 22, 2012

Norm Jones moved to approve the business of the Curriculum Subcommittee. Eddy Berry seconded; motion carried.

### **B. Academic Standards Subcommittee**

No Report (Academic Standards Subcommittee chair has not yet been appointed)

### **C. General Education Subcommittee**

No Report

## **III. Other Business**

Norm Jones move to approve the request from the Caine College of the Arts to change the name of the Department of Art to the Department of Art and Design. Keith Grant-Davie seconded; motion approved. (see attachment)

Ed Reeve moved to approve the request to move the Department of Computer Science to the College of Engineering. Wendy Holliday seconded; motion approved. (see attachment)

Stacey Hills move to approve the request from the Jon M. Huntsman School of Business to establish the Center for Entrepreneurial Excellence. Ed Reeve seconded; motion approved. (see attachment)

Brian Warnick moved to approve the request from the College of Agriculture to create the School of Veterinary Medicine. Scott Bates seconded; motion approved. (see attachment)



### **Program Approval Process**

The EPC website will be restructured to include: a mission statement, forms, language from the code about EPC and subcommittees, Regents R401 policy on submitting program proposals, flow chart, practical advice, templates (with instructions), link to cip codes, timeline for submitting R 401's, open public tracking system (provost office will maintain), notification of process for your proposal (receipt), and contact information. This will be in addition to the minutes, agendas and links to other subcommittees.

There will also be better communication between BFW and the Graduate.

The restructuring of the EPC website is scheduled to be finished in the next week or two.

### **EPC members 2011-2012**

Larry Smith, Chair

Ed Reeve, Curriculum Subcommittee Chair, College of Engineering

Academic Standards Subcommittee (no chair has been appointed)

Norm Jones, General Education Subcommittee Chair

Brian Warnick, College of Agriculture

Stacey Hills, Huntsman School of Business

Scott Bates, Emma Eccles Jones College of Education and Human Services

Eddy Berry, College of Humanities and Social Sciences

Nancy Mesner, College of Natural Resources

Richard Mueller, College of Science

Wendy Holliday, Libraries

Keith Grant-Davie, Graduate Council

Travis Peterson, Regional Campuses and Distance Education

Cami Jones, Graduate Studies Vice-President

Cory Evans, Caine College of the Arts

Erik Mikkelsen, ASUSU President

Tanner Wright, Academic Senate President

Roland Squire, Registrar's Office

Cathy Gerber, Registrar's Office

Meeting adjourned 3:55 p.m.

Larry Smith conducted the meeting.

Cathy Gerber recorded the minutes.

**Executive Summary  
Utah State University  
Bachelor of Arts, Major in Art History  
CIP 50.0703  
August 25, 2011**

We are requesting the creation of a Bachelor of Arts in Art History within the Department of Art at USU. Art History has a long and important tradition within American higher education. Its institutional presence invariably signals a very public commitment to, and recognition of, the importance of culture in its broadest sense. In view of the formation of the Caine College of the Arts, we believe that the validation of Art History as a distinct major at Utah State University now takes on much greater and added significance. Art History at USU has long supported the BFA, BA, and BS programs in fine arts and design. It has also consistently produced a small number of graduates with the emphasis in art history who have gone on to distinguished careers in curating, architecture, and a variety of other fields in which the art history training they received at USU has played a critical role. The BA in Art History, along with the existing minor in art history, will continue to support fine arts and design programs, and will offer more opportunities for undergraduates to build a strong, interdisciplinary foundation for careers in art-related fields and other fields in which in-depth critical understanding of visual communication plays a central role.

Art History at USU already meets and exceeds national accreditation standards for BA programs in the field (NASAD *Handbook*, 2010-11, Section VII, F), and recognizing the distinct identity of the field with the creation of a BA will position USU at the center of the growing emphasis in university curricula on the rigorous, critical study of the visual aspects of human culture. In a world in which advanced skills in visual literacy and visual communication are increasingly demanded of workers in fields ranging from engineering to education, art history in its broad sense of “visual studies” will play an increasingly important role in higher education. USU has the opportunity to capitalize on existing human resources to create a BA in Art History and to make public our forward-looking and interdisciplinary approach to the arts.

#### **Role and Mission Fit**

As a degree program offered by a doctoral/research university, as defined by R312-4 of the Board of Regents Policy, the major and minor in art history complement and extend the institution’s mission “to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs” (4.1.1) in the following ways:

- Art history faculty are actively involved in research and publication in their field, and make a point of sharing this activity with students and encouraging student participation in research through such programs as the Undergraduate Research Fellowships in the Humanities and URCO grants, in which art history students have been disproportionately successful. With the approval of a major in art history (as opposed to an “emphasis” within a general art degree), students will be better able to demonstrate their expertise and their attainment, and make successful transitions to graduate school and careers in fields related to art, design, and art history.
- Students in art history are encouraged to engage with the contemporary art scene both locally and regionally, and the institution of a distinct degree program in art history will help validate and advance the efforts of students and faculty to build a recognized role for art history in community-institutional relationships.
- Many art education BFA students have inquired about minoring or double majoring in art history; enabling them to do so will increase the impact of the art department on the quality of primary and secondary education in Utah schools, consistent with the mission of USU as a land-grant university committed to “outreach to Utah’s citizens,” leading to improvements in the quality of life (Utah State University Policy, 103.1)

In addition, the availability of a free-standing art history major/minor will advance the overall departmental goal of achieving national accreditation (NASAD accreditation); according to the guidelines of the accrediting agency, the liberal-arts major in art history leading to a Bachelor of Arts in Art History is defined in virtually identical terms to the

current requirements for our emphasis in art history. However, our students earn only a “general art” degree, which belittles the depth of their achievement. Also, many studio art (BFA) students are not given full credit for the additional courses in art history that they take beyond the requirements for their degree program, even when these would cumulatively constitute a second major or at least a minor.

#### Faculty

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4 in department; 4 extradepartmental		
Number of faculty with Master's degrees	6	1	2

#### Market Demand

According to the U.S. Bureau of Labor Statistics, “Employment of archivists, curators, and museum technicians is expected to increase 20 percent over the 2008-2018 decade, which is much faster than the average for all occupations” (U.S. Bureau of Labor Statistics, “Occupational Outlook Handbook, 2010-2011 Edition: <http://www.bls.gov/oco/ocos065.htm>). This growth is attributed to many factors, including public interest in art and high museum attendance rates. Employment in postsecondary education is also expected to grow faster than average: 15% for 2008-2018. The art history undergraduate major would provide an essential step towards attaining jobs in these growing fields. Potential employers include museums, commercial galleries, auction houses, libraries, state and local arts organizations, publishing firms, archives, federal and state parks, restoration firms, art appraisal firms, advertising agencies, antique dealers, colleges and universities

#### Student Demand

There is strong interest and demand among our student body for this major: at annual informational meetings on the art history emphasis that are held each fall, average attendance has been 20 students. Several students now at the junior or senior level in our BFA program have completed most or all of the requirements for the proposed degree, and would declare the major given the opportunity. Furthermore, students from a variety of other departments, ranging from accounting to civil and environmental engineering have minored in art history in recent years, and they consistently expressed the wish that the BA in Art History were available. With increasing numbers of art history students involved in museum internships, independent research projects, and gallery-based projects in the community, visibility for the program is up, and with it the number of students inquiring about the major.

#### Statement of Financial Support.

The program will be supported using already appropriated E&G funds.

#### Similar Programs Already Offered in the USHE

University of Utah	BA in Art History and Visual Studies
Southern Utah University	BA in Art History



**UtahStateUniversity**

LANGUAGES, PHILOSOPHY,  
& SPEECH COMMUNICATION

September 9, 2011

TO: Whom It May Concern  
FROM: Bradford 'J' Hall, Department Head  
RE: New Bachelor's Degree in Art History

I am writing to indicate my support of the new bachelor's degree in Art History here at Utah State University. I recognize that the new degree is a B.A. degree, but the small projected growth in the number of Art History majors will not have a significant impact on the language courses offered by my department.

## Section I: The Request

**UTAH STATE UNIVERSITY Department of Art** requests approval to offer **the Bachelor of Arts in Art History** effective **Fall 2012**. [This program has been approved by the institutional Board of Trustees on **Date**]

## Section II: Program Description

### Complete Program Description

Art History at USU is an existing program that not only has a long history of supporting the BFA, BA, and BS degrees in fine arts and design, but also has consistently produced a small number of graduates with the emphasis in art history who have gone on to distinguished careers in curating, architecture, and a variety of other fields in which the art history training they received at USU has played a critical role. The BA in Art History, along with the existing minor in art history, will continue to support fine arts and design programs, and will offer additional opportunities for undergraduates to build a strong, interdisciplinary foundation for careers in art-related fields and other fields in which in-depth critical understanding of visual communication plays a central role.

The Bachelor of Arts in Art History, as defined by NASAD (National Association of Schools of Art and Design) “requires a thorough grounding in the liberal arts with a concentration of coursework in art and art history,” including “a general knowledge of the monuments and principal artists of all major art periods of the past... augmented by study in greater depth and precision of several cultures and periods... [and] study at the advanced level... including theory, analysis and criticism.” As the following outline of the proposed program’s requirements makes clear, Art History at USU already meets and exceeds these standards. The Foundations segment assures students of the “general knowledge” and introduces a hands-on familiarity with the methods and technologies of art. The two Major Tracks allow students to augment their learning with in-depth study of a period, culture, or theme within art history, providing ample opportunity to build research and communication skills fundamental to the discipline and engaging students in theoretical, analytical, and critical issues central to art history and visual culture studies. The language requirement supports this by enabling students to read source texts, scholarly literature, and criticism outside English-language publications, thus preparing students for graduate study in the field where second-language proficiency is always a requirement. The capstone course gives students the chance to conduct original research and produce a paper suitable for publication or public presentation. Upon completion of the program, students are asked to assemble a portfolio of their work documenting their progress and demonstrating the development of their research and writing skills.

### Minimum Departmental Requirements

#### Total Credits and Minimum Departmental Requirements

- Art History major requires 120 credit hours total. 36 credit hours Art History, 34 credit hours general education and university studies, 16 credit hours foreign language and 34 credit hours electives
- Grade point average to declare Art History major: 2.5 Career GPA
- Grade point average required to graduate with major: 3.0 GPA within courses for the major
- Courses for the Art History major require minimum grades of B- or better.
- Courses for the Art History major may not be taken on a Pass/Fail Basis.

### Art History Major Requirements

#### A. Foundations (15 hours)

ARTH 2710 Survey of Western Art: Ancient to Medieval

ARTH 2720 Survey of Western Art: Renaissance to Modern

HIST 1100 Ancient Western Civilization

HIST 1110 Modern Western Civilization

ART STUDIO COURSE (any with ART prefix other than ART1010)

#### B. Major Tracks (18 hours)

##### a. TRACK ONE: ART HISTORY INTENSIVE

Six (6) courses (18 hours) from the ARTH offerings at the 3000, 4000, or 5000 level, of which, three must be interrelated by period or theme and three distributed widely across the body of art historical scholarship. Approval of Art History Major advisor is required for the plan of study.

b. TRACK TWO: INTERDISCIPLINARY

Six (6) courses (18 hours), of which three (3) are from the ARTH offerings at the 3000, 4000, or 5000 level, and are interrelated by period or theme, two (2) are from fields closely linked to the area of concentration (e.g. American Studies) and are at the 3000 level or above, and one (1) is from the ARTH offerings at the 3000, 4000, or 5000 level and represents an area outside the concentration. Approval of Art History Major advisor is required for the plan of study. Approval of Art History Major advisor is required for the plan of study. Approval of Art History Major advisor is required for the plan of study. Approval of Art History Major advisor is required for the plan of study. Approval of Art History Major advisor is required for the plan of study. Approval of Art History Major advisor is required for the plan of study.

C. Languages (16 hours)

Four semesters (16 hours) of ONE foreign language relevant to the student's area of concentration. German or French preferred. Approval of Art History Major advisor required for substitution of other languages.

D. Capstone (3 hours)

ARTH 4900 Capstone seminar in Art History.

### Purpose of Degree

Art History has a long and important tradition within American higher education. Its institutional presence invariably signals a public commitment to, and recognition of, the importance of culture in its broadest sense. In view of the formation of the Caine College of the Arts, the validation of Art History as a distinct major at Utah State University now takes on much greater and added significance. Art History in fact allows for a highly relevant and deeply critical engagement with the most profound ideas and events that have shaped, and continue to shape, our world. Dependent by definition on an understanding of the relationship between text and context, it embodies that famous exhortation of E. M. Forster's that to truly understand the world and our place within it, we must "only connect!" Art History offers students a unique way of making those profound connections by demanding an understanding not only of images and objects themselves but also the cultural and historical moments from which they emerge. In also demanding skills of critical thinking, interpretation, and command of language, it teaches those fundamental elements of a liberal arts tradition that are seamlessly transferable both across, and beyond, the academy. Further, as the linguistic turn of the 19<sup>th</sup> century is increasingly challenged by what art historian W. J. T. Mitchell refers to as a "pictorial turn," whereby the image has an increasing cultural dominance over the word, the development of visual literacy becomes equally increasingly important. As Art History opens itself up to the broader fields encompassed within its cognate discipline of visual studies it finds itself at the center of the critical engagement with – and anticipation of – developments in the visual world as well as in related academic disciplines such as film, popular culture, and media studies. Through its hiring of 3 new faculty in Art History/Visual Studies to complement the extant provision, the university has clearly signaled its commitment to the mission of educating students across the range of the "visual disciplines." The major in Art History would formally and publicly institutionalize this process and, in doing so, situate the program at the center of national and international conversations about the nature and function of Art History and Visual Studies. In so doing it would not only satisfy an already identified desire for current students to be able to major in Art History but also immediately make of Utah State University an even more attractive recruitment proposition for any potential students considering a field of study in the visual arts. Our initiative to create the BA degree as distinct from the BA in art responds to a clearly expressed need by our students and the fact that there is no other University nearby offering a similar program. The expected outcomes are a robust BA degree program producing graduates who will go on to prestigious graduate programs or be qualified to enter the workforce directly.

### Institutional Readiness

Effectively, the art history major already exists in all but name. As an emphasis area within the art department, it has had an independent identity at least since 2004, when the ARTH designation was given to all art history courses. As part of our efforts to institutionalize the BA in Art History, we are currently engaged in a rigorous review and revision of our course numbering/sequencing with the goal of bringing our program into line with other humanities BA programs at USU, such as English and History, as well as with the Art History program at U of U. This process will facilitate course articulation for transfer students from other USHE and regional schools. A variety of new courses and course-number changes are being proposed concurrently with this application, so that if approved we will be positioned to immediately implement the new degree program in the fall of 2012.

No new support staff or organizational units will be needed to make this into a BA degree program. Art history will continue to make essential contributions to the USU General Education program through ART 1010, ARTH 2710 and 2720, and USU 1330, as well as through upper-division Depth Humanities (DHA) and Communications Intensive (CI) offerings, which are open to all students at USU with no prerequisites. Studio art, graphic design and interior design majors will continue to enroll in the required foundation courses (2710/2720) and will benefit from the addition of new art history course offerings in non-western art. Finally, there is a significant group of students who are eager for the opportunity to double major or major in Art and Art History.

### Faculty

The new BA in Art History will be taught by current faculty and will not require any new faculty hires. At present, there are four tenured or tenure-track faculty in the department with PhDs in art history or a closely related field, and one tenured member of the history department with a PhD and a part-time appointment in the museum whose expertise is also in the visual arts. PhD faculty in Classics, History, and Anthropology are also currently teaching courses for which art history students frequently receive credit toward the emphasis (see Appendix A). A part-time adjunct with an MA in art history currently teaches some lower-division courses when demand warrants, and a curator at the Nora Eccles Harrison Museum who holds an MFA has often taught Art 1010, which is not a course for the major, but which is clearly related to art history in its methods. A faculty member at CEU-San Juan teaches a broadcast course on Native American Art that is also accepted for credit towards the major. In addition, faculty in Anthropology, English, Languages, Classics, and History frequently offer courses that complement our students' areas of concentration in the interdisciplinary track. With these resources, we can already offer a good variety of courses and independent-study opportunities to our majors.

In the future, we hope to enrich our offerings, including more courses in non-western art history; a recent hire in Visual and Media Studies is qualified to teach art of the African Diaspora and he will develop a course with that focus (as seen in Appendix A). This will augment existing offerings in Islamic and Native American Art. Furthermore, we are in discussions with the NEHMA curator about redeveloping an existing museum-practices course (also see Appendix A), and our new faculty have proposed several upper-division courses that correspond to their areas of research specialization.

### Staff

The department of art does not foresee the need for additional staff to support the BA in Art History.

### Library and Information Resources

USU's Merrill-Cazier Library has an extensive collection of art books and meets NASAD accreditation standards. Generous donors have endowed the Art Book Room and empowered the art librarian to keep the collection current through an assertive program of acquisitions. The current census of the collections is as follows:

- Art Book Room 8,496 volumes
- Art Book Room Case 1,361 volumes
- Design Collection 2,265 volumes
- Fine Arts Books in Stacks and BARN: 34,918 volumes

Access to journals is adequate: those journals to which we do not have electronic access can almost always be attained through interlibrary loan services.

USU's early membership in ARTstor, the online database of images, has allowed us to access the same quality and breadth of materials as are available to the leading research institutions in the US.

At this time we do not foresee the need for additional funds or resources to support the BA in Art History.

#### Admission Requirements

1. New freshmen admitted to USU in good standing qualify for admission to this major. A complete application includes, a one to two page letter explaining the student's interest in this program, a copy of the student's transcript, a GPA of 2.5.
2. Transfer students from other institutions need a 2.5 total GPA for admission to this major in good standing.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major in good standing

#### Student Advisement

Students in the major will have two levels of advisement, faculty and college staff. When students first declare the major they may either request a specific faculty advisor or they will be assigned one. The faculty involved in this advising will be those whose primary teaching responsibilities are in art history (e.g. departmental faculty with the PhD in art history or a closely related field). Specific course choices and long term career planning will be done in consultation with the faculty member. The department also relies on the Fine Arts advisor for the Caine College of the Arts, who helps all majors as they navigate basic major requirements and general education expectations. The students in this major will also have access to this person.

#### Justification for Graduation Standards and Number of Credits

The proposed major aligns with the standards and number of credits of other degree programs granting the baccalaureate at USU.

#### External Review and Accreditation

No external consultants, either in- or out-of-state, were involved in the development of the proposed program. The Art History major will be assessed in the spring of 2013 by outside reviewers during the anticipated NASAD accreditation process that the Department of Art has initiated. The program as described above conforms to and exceeds the program standards for the BA in Art History as described in the NASAD Handbook (2009-10 edition).

#### Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	20	4	5:1	n/a
2	24	4	6:1	
3	28	4	7:1	
4	28	4	7:1	
5	28	4	7:1	

#### Expansion of Existing Program

The proposed program is not so much an expansion as a formal recognition of an existing program, the "emphasis" in Art History. Because many of the students who fulfill the requirements for the minor and/or "emphasis" in Art History are excluded from having this officially indicated on their transcripts by the fact that they are already Art Majors (in the BS, BA, or BFA track). The following numbers represent students who self-identified as art history emphasis area in Art majors or minors at an annual fall meeting for students in the emphasis area regardless of their



actual transcript status between 2006-07 and 2010-11. It should be noted, however, that a significant proportion of these students are under the current system unable to actually declare the emphasis or minor:

Year	Majors (BA in Art w/ AH emphasis)	Minors	Graduating with BA in Art/AH emphasis
2006-07	20	8	3
2007-08	20	9	4
2008-09	17	10	3
2009-10	19	9	2
2010-11	21	6	3*

\* All three are projected to graduate F'11, pending completion of GE requirements.

### Section III: Need

#### Program Need

Responding to student requests, changes in the labor market, and faculty analysis of current trends, this major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in arts-related and visually intensive fields. In keeping with USU's mission statement, this major will cultivate diversity of thought and culture by encouraging and facilitating student learning, discovery, and engagement with a wide array of cultural communities. It will also help prepare USU students to participate meaningfully and critically in the increasingly visually-oriented world of global communications.

The current status of art history as an emphasis area is confusing to students, advisors, employers, and graduate admissions officers. Unlike other emphasis areas in the art department, this emphasis alone does not lead to the BFA, making it impossible for students to do a double-emphasis in art history and a studio area (equivalent to a double major) even if they have fulfilled all the requirements for both degrees (BA and BFA). The program's vitality is fundamentally damaged by this organizational obstruction. Other regional public universities and most of our peer institutions offer the BA in art history and it is a mark of a well-rounded liberal arts curriculum. USU can raise the profile of the entire art department through this step, with virtually no financial costs and great potential benefits for the department, college, and university.

#### Labor Market Demand

According to the U.S. Bureau of Labor Statistics, "Employment of archivists, curators, and museum technicians is expected to increase 20 percent over the 2008-2018 decade, which is much faster than the average for all occupations" (U.S. Bureau of Labor Statistics, "Occupational Outlook Handbook, 2010-2011 Edition: <http://www.bls.gov/oco/ocos065.htm>). This growth is attributed to many factors, including public interest in art and high museum attendance rates. Employment in postsecondary education is also expected to grow faster than average: 15% for 2008-2018. The art history undergraduate major would provide an essential step towards attaining jobs in these growing fields. Employers include museums, commercial galleries, auction houses, libraries, state and local arts organizations, publishing firms, archives, federal and state parks, restoration firms, art appraisal firms, advertising agencies, antique dealers, colleges and universities.

An undergraduate major in art history would not only educate students for entry-level jobs from such employers but also prepare them for graduate programs that would help them attain advanced positions. Art history majors typically pursue graduate degrees in such areas as art history, art, arts administration, museum studies, architecture, historic preservation, American studies, visual studies, art therapy, art law, library science, conservation, and public arts administration.

The art history major will provide students with a range of skills that are transferable to careers outside of the arts and highly desirable to corporations. These include: communication skills, critical analysis, writing skills, visual analysis, comparative analysis, historical analysis, research skills, foreign language skills, presentation/public speaking skills,

attention to detail, interpretive skills, creativity, and organization skills.

#### Student Demand

There is strong interest and demand among our student body for this major: at annual informational meetings on the art history emphasis that are held each fall, typical turn out for the last few years has been in the neighborhood of 20 students. Several students now at the junior or senior level in our BFA program have completed most or all of the requirements for the proposed degree, and would declare the major given the opportunity. Furthermore, students from a variety of other departments, ranging from accounting to civil and environmental engineering have minored in art history in recent years, and they consistently expressed the wish that the BA in Art History were available. With increasing numbers of art history students involved in museum internships, independent research projects, and gallery-based projects in the community, visibility for the program is up, and with it the number of students inquiring about the major.

#### Similar Programs

Within the state of Utah, only three institutions currently offer the BA in Art History: the University of Utah, Brigham Young University, and Southern Utah University. Weber State University offers only a minor in art history. In the region, among public schools, Boise State, University of Colorado-Boulder, University of Nevada-Reno and University of Nevada-Las Vegas also offer the major. Given the stature of USU, the Caine College of the Arts, and the art department within the USHE, it would be appropriate for us to offer programs equivalent to our peer institutions. Furthermore, far from competing with the existing programs at the U of U and SUU, USU's art history major would support the initiative at the U of U to expand their current MA degree in Art History into a Doctoral degree program by providing a strong pool of potential applicants to that program. While smaller in faculty numbers than the program at U of U, our resources are different than those of SUU, so we can offer students a richer and more varied curriculum. Our program will draw on the strengths of the Nora Eccles Harrison Museum, the USU Special Collections, and the Certificate in Museum Studies administered through the department of Anthropology, Sociology and Social Work. Our strong interdepartmental ties to degree and certificate programs in Religious Studies, Women and Gender Studies, Medieval and Renaissance Studies, and American Studies also make our program unique. By approving a third undergraduate program in art history within the USHE, the regents will support and increase opportunities for Utah students to pursue a field of study that develops not only the usual range of competencies associated with a strong liberal-arts education, but also a specific set of skills in working with visual materials and archives, skills which prepare them well for a range of careers as discussed above under "Labor Market Demand."

#### Collaboration with and Impact on Other USHE Institutions

We have notified the faculty at the U of U and SUU of our intent to change the status of our art history program from an emphasis area to a major and received strongly positive feedback. Faculty at both institutions feel that the move will increase the visibility and positive public perception of art history as a discipline in the state of Utah, and view the BA in Art History at USU as beneficial to their own programs, particularly to the existing MA and planned PhD programs at the U of U.

Preliminary discussion of a proposed Utah Undergraduate Research in Art History symposium has taken place, and faculty at all three USHE institutions (U of U, SUU, and USU) are eager to go ahead with the project, as it will give students opportunities to develop professional-level experience, and it will help facilitate intellectual exchange between faculty and students at all the campuses that send representatives to the symposium.

Meanwhile, we are already collaborating with an USHE-wide effort to standardize and improve the curriculum for ART 1010, one of our key offerings to General Education.

#### Benefits

In keeping with USU's mission statement this major will help advance the following goals as outlined in the statement on the President's website (<http://www.usu.edu/president/missionstatement/>)

- Enhance the reputation of the University for learning, discovery, and engagement by offering increased opportunities for students to participate in a program that focuses intensely on research even at the undergraduate level
- Strengthen the recruitment, retention, graduation, and placement of students and, as part of that goal, reduce the student-faculty ratio: the option to major in Art History will increase the overall appeal of Art and Design majors to students interested in pursuing visual-arts related careers and will help them when it comes to employment. By diverting some students from over-enrolled areas of the department, it will equalize the advising load and reduce student-faculty ratios in those areas.
- Build a socially and intellectually vibrant campus community: art history, with its strong interdisciplinary ties and its critical investment in a common human experience – the visual – will contribute to learning and discussions on a variety of issues through its scholarly commitment to investigating the full diversity of human visual culture.
- Infuse new energy into graduate programs: although an undergraduate major, the presence of a BA in art history will provide learning and teaching opportunities for graduate students in the MFA program.
- Foster new partnerships, both internally and externally: the BA in Art History will encourage cross-disciplinary work by faculty in the CCA and CHaSS as well as other colleges by giving visibility to an already existing program and by inculcating student-exchange between programs. Students majoring in Art History will also make stronger candidates for internships in Utah and national museums and archives, building our network of relationships with a variety of cultural institutions
- Communicate the success of the University to the world: accomplishments by our BA students will be easier to recognize and publicize when the status and nature of their degree program is clarified.

#### Consistency with Institutional Mission

“The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.” The BA degree in Art History fulfills USU's institutional mission in fundamental ways. Art History is a writing intensive discipline through which students develop essential skills in critical thinking through study of a diverse range of past and present cultures. Study of the material and visual culture of different peoples is a profoundly engaged form of learning that creates well-rounded graduates who are prepared to contribute to society in diverse and significant ways.

The first goal of USU is to “Enhance the reputation of the University for learning, discovery, and engagement.” The BA in Art History, as discussed above, will help us take our rightful place among our peer institutions and enhance the reputation of the Art Department, the Caine College of the Arts and USU.

## Section IV: Program and Student Assessment

### Program Assessment

The objective of the BA in art history is to familiarize students with the broad scope of human artistic endeavor in its political, social, and religious contexts through history, and to train students in methods of critical inquiry, research, and scholarly writing. The specific outcomes we aim to attain are as follows:

- A general knowledge of the history of human visual expression, including a broad understanding of the art of the twentieth century and acquaintance with the visual arts of non-Western cultures.
- Deeper knowledge of at least one more specific area within the discipline of art history and visual studies as defined either by period, culture, theme, or geographic region.
- A comprehensive understanding of the larger picture of world history and the role of the arts in human societies.
- Knowledge of the tools and techniques of scholarship including independent research and the writing of critical and analytical essays.
- Familiarity with a range of cultural institutions and agencies that promote or publicize the visual arts, and a critical understanding of their social, political, and ethical dimensions.
- Functional knowledge of the creative process gained through at least one studio art course and scholarly study of art methods.
- Acquisition of at least one foreign language relevant to the discipline to a level suitable to reading the scholarly literature.

To this end, we will hold an annual assessment meeting in which faculty will discuss student portfolios, course offerings, syllabi, recruitment, and any other general problems or concerns about the program. The primary purpose of the meeting will be to evaluate how our program is or is not helping students achieve our stated objective. We expect that the meeting will also be an opportunity for us to share ideas about effective teaching practices as we discuss course goals and approaches, course design, writing assignments, classroom management, etc.

During this meeting, faculty will discuss student portfolios and other material from the capstone course in order to evaluate the extent to which the program is helping students reach program goals. Working level by level, we will also review our own syllabi and writing assignments against curricular objectives, analyze program offerings for the previous year, and discuss pedagogical approaches, course goals, and ways to improve our program.

In addition, in concert with the department-wide initiative to move toward NASAD accreditation, the Art History major will undergo a series of internal and external reviews over the next five years focusing on the degree to which our offerings meet and exceed the national standards for the liberal-arts degree in Art History.

### Expected Standards of Performance

The standards and competencies listed in the previous section should be attained by all students in the BA in Art History by the time of graduation. They are largely drawn from the NASAD accreditation standards, but they also reflect the current state of the discipline in art history and visual culture studies departments nationwide. Assessment of student learning has the following components:

- Review and grading of student work on a semester-by-semester basis by course professors.
- Review of student work with the academic advisor in the major.
- Presentation of a senior student portfolio in the semester of graduation and assessment of portfolios in an annual faculty meeting resulting in a report on student learning outcomes.

Section V: Finance

Budget

**Utah State University  
BA in Art History**

**Financial Analysis Form for All R401 Documents**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	20	24	28	28	28
Cost per FTE	5,371	5,283	5,198	5,198	5,198
Student/Faculty Ratio	15	15	15	15	15
Projected Headcount	20	24	28	28	28

<b>Projected Tuition</b>					
Gross Tuition	147,321	183,856	223,079	232,002	241,282
Tuition to Program	0	0	0	0	0

**5 Year Budget Projection**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries & Wages					
Benefits					
Total Personnel	N/A - All costs are currently covered in existing programs. At this time we do not foresee the need for additional faculty or staff.				
Current Expense					
Travel					
Capital					
Library Expense					
Total Expense					

<b>Revenue</b>					
Legislative Appropriation					
Grants & Contracts					
Donations	N/A - funded through existing resources				
Reallocation					
Tuition to Program					
Fees					
Total Revenue					

<b>Difference</b>					
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Revenue - Expenses	0	0	0	0	0
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#### Comments

- <sup>1</sup> Represents the 2009-10 E&G cost of Undergraduate instruction in the department of Art divided by the 2009-10 AY Undergraduate student FTE in Art plus the projected enrollment noted Source: 2010 Department Profiles.
- <sup>2</sup> Represents the 2009-10 AY Undergraduate student FTE in the department of Art plus the projected enrollment noted divided by the 2009-10 AY E&G Art FTE faculty. Source: 2010 Department Profiles.
- <sup>3</sup> The projected number of students in the program each year.
- <sup>4</sup> The gross tuition generated by the projected headcount enrollment at 15 Undergraduate credit hours per semester for an academic year. Used the 2011-12 tuition schedule and assumed 75% resident and 25% non-resident. Increased tuition rates 4% each year for projected tuition increases.

#### Funding Sources

The program will be supported using already appropriated E&G funds.

#### Reallocation

No reallocation is necessary.

#### Impact on Existing Budgets

There is no foreseeable impact on existing program, departmental, college, or university budgets.

# Appendix A: Program Curriculum

## All Program Courses

Prefix/Number Title Hours

Core		
ARTH 2710	Survey of Western Art: Prehistoric to Medieval BHA	3
ARTH 2720	Survey of Western Art: Renaissance to Modern BHA	3
ARTH 2730*	Art of the African Diaspora (proposed as BHA)	3
ARTH 4900*	Capstone seminar/thesis	3
Sub-Total Credits		12
ARTH Electives	<i>Selected with advisor to meet criteria for track 1 or track 2</i>	
ARTH 3200	Experiential Learning: Study Abroad	1-3
ARTH 3510**	Islamic Visual Cultures (formerly ARTH 4510) DHA	3
ARTH 3610**	Greek and Roman Art (formerly ARTH 4610) CI	3
ARTH 3620**	Byzantine Art (formerly ARTH 4620) DHA	3
ARTH 3630**	Medieval Art (formerly ARTH 4630) DHA	3
ARTH 3720**	Renaissance Art ((formerly ARTH 4720) CI	3
ARTH 3730**	Baroque and Rococo Art (formerly ARTH 4730)	3
ARTH 3740†	Modern Art (formerly ARTH 4740 Nineteenth-Century Art)	3
ARTH 3750†	Contemporary Art (formerly ARTH 4750 Twentieth Century Art)	3
ARTH 3760**	American Art (formerly ARTH 4760)	3
ARTH 3820	History of Early Photography	3
ARTH 3830	History of Contemporary Photography	3
ARTH 3840*	Race and Visual Culture (proposed as CI)	3
ARTH 4520	Discourses of Empire and Nation (proposed as CI)	3
ARTH 4620**	Art and Religion (formerly ARTH 5740) x-list as RELS 5740	3
ARTH 4710†	Feminist Art (formerly ARTH 5710: Gender Issues in Art) (proposed as CI)	3
ARTH 4720*	Land Art (proposed as CI)	3
ARTH 4730**	The Art Museum	3
ARTH 4790	Art History Seminar and Special Problems	3
ARTH 4800	Directed Reading and Research in Art History	1-3
ARTH 4810	Museum Internship	1-3
ARTH 4900*	Capstone Seminar in Art History	3
Sub-Total Credits		60-66
Non-ARTH Electives (cross-listed or commonly accepted)		
ANTH 3110	Introduction to Museum Studies	3
HIST 3110	Ancient Near East (cross-listed as ARTH 3110) DHA/CI	3
CLAS 3210	Classical Mythology (cross-listed as ARTH 3210)	3
ART 1270	Native American Art (CEU San Juan and Receiving Campuses)	3
Sub-Total Credits		12
<b>TOTAL CREDITS</b>		<b>72-78</b>

\* New course (taught by recently hired faculty who have been using a special topics number)

\*\* Course number change for existing course

† Title change, course number change for existing course

## New Courses to Be Added in the Next Five Years

Prefix/Number	Title	Hours	Description
ARTH 2730	Art of the African Diaspora BHU	3	Lecture/Discussion, Fall, alt years
ARTH 3200	Experiential Learning: Study Abroad	1-3	Offered through Art Department

			study-abroad programs
ARTH 3840	Race and Visual Culture CI	3	Lecture/Discussion, Fall, alt. years
ARTH 4520	Discourses of Empire and Nation CI	3	Seminar, Spring, alt. years
ARTH 4710	Feminist Art (formerly ARTH 5710: Gender Issues in Art)	3	Seminar, Spring, every 3 <sup>rd</sup> year
ARTH 4720	Land Art	3	Travel seminar, summer, selected years
ARTH 4900	Capstone seminar in Art History	3	Seminar, Spring

## Appendix B: Program Schedule

<i>COURSE</i>	<i>Title</i>	<i>CREDIT HOURS</i>
Freshman Year (30 credits)		
Fall Semester		
ARTH 2710 (BHU)	Survey of Western Art: Prehistoric to Medieval	3
ENGL 1010 (CL1)	Introduction to Writing: Academic Prose	3
HIST 1100 (BHU)	Foundations of Western Civilization: Ancient to Medieval	3
University Studies	Quantitative Literacy Course (QL)	3
ART 1XXX	Studio art foundation course	3
Spring Semester		
ARTH 2720 (BHU)	Survey of Western Art: Renaissance to Modern	3
HIST 1110 (BHU)	Foundations of Western Civilization: Modern	3
University Studies	Breadth courses	6
Elective	Any course 3	
Sophomore Year (32 Credits)		
Fall		
ARTH 3XXX or 4XXX	Upper division course in art history	3
Foreign language 1010	Introduction to French, German or select language	4
University Studies	Breadth courses	6
Depth Social Science	Any qualified DSS course	3
Spring		
ENGL 2010 (CL2)	Intermediate Writing	3
ARTH 3XXX or 4XXX	Upper division courses in art history	9
Foreign language 1020	Introduction to French, German or select language	4
Junior Year		
Fall		
ARTH 3XXX or 4XXX	Upper division courses in art history or approved interdisciplinary field	6
Foreign language 2010	Intermediate French, German or select language	4
University Studies	Breadth course	3
Spring		
Communications Intensive	Any approved CI course	3
Depth Life/Phys Sci.	DSC course	3
Foreign language 2020	Intermediate French, German or select language	4
Elective	Any elective course	3
Senior Year		



Fall

Upper division electives	Courses discussed with advisor, preferably relevant to emphasis	6
Communications Intensive	Any approved CI course	3
Electives	Any elective courses	6

Spring

ARTH 4900	Capstone seminar in Art History	3
Upper-division electives	Courses discussed with advisor, preferably relevant to emphasis	9
Elective	Any elective course	3

#### Appendix C: Faculty

##### Faculty with Terminal Degree (PhD or MFA): Art Department

- Brooks, Darrin (Associate Professor of Interior Design – MFA Set and Costume Design)
- Gauthier, Christopher (Assistant Professor of Photography, MFA Photography)
- Gelfand, Laura (Professor of Art History, Department Head Art and Design, PhD Art History)
- Hashimoto, Alan (Associate Professor of Graphic Design, MFA Graphic Design)
- Lott, Anthony (Arts and Humanities Instructor, CEU San Juan Campus, MFA Painting and Drawing)
- Middleman, Rachel (Assistant Professor of Art History, PhD Art History)
- Neely, John (Professor of Art – Ceramics, MFA Ceramics)
- Sand, Alexa (Associate Professor of Art History, PhD Art History)
- Terry, Christopher (Professor of Art – Painting and Drawing, Associate Dean, CCA, MFA Painting)
- Wall, David (Assistant Professor of Visual and Media Studies, PhD American Studies)
- Winward, Robert (Associate Professor of Graphic Design – MFA Graphic Design)

##### Extra-departmental and adjunct contributors to program

- Banerjee, Deborah (Curator – NEHMA, adjunct lecturer, Art Appreciation, MFA New Media)
- Damen, Mark (Professor of History and Classics, PhD Classics)
- Grieve, Victoria (Associate Professor of History, Curator – NEHMA, PhD American History)
- LaBarge, Maria (Adjunct lecturer, Art History, MA Art History)
- Pitblado, Bonnie (Associate Professor of Anthropology, Certificate Advisor for Museum Studies, PhD Anthropology)
- Shapiro, Susan (Associate Professor of History and Classics, PhD Classics)

## **R401-5. Request for Restructuring of an Existing Program**

### **Section I: Request**

The Utah State University English Department requests that its English master's degree specialization in Technical Writing, which was approved for online delivery in 1998 as a 30-credit Plan B specialization, be changed to a 33-credit Plan C specialization. No impact on the program is anticipated.

### **Section II: Need**

The Technical Writing master's degree specialization is offered online to serve a non-traditional student population of working professional communicators—students who work as editors, software documentation writers, publications managers, website developers, etc.

Plan C would allow the Technical Writing specialization to recruit and graduate students who live and work anywhere in the world where there is internet access, without requiring them to travel to Logan to complete the degree. Plan C would help the specializations better achieve its mission and goals of serving nontraditional students who work full time as professional communicators, and it would allow the specialization to compete better with other online technical communication programs around the country.

### **Section III: Institutional Impact**

No institutional impact is expected from changing the specialization from Plan B to Plan C.

### **Section IV: Finances**

No financial impact is expected from changing the specialization from Plan B to Plan C.